



May 15, 2006

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Washington Higher Education Coordinating Board  
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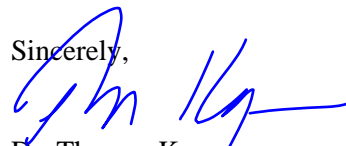
Dear Members of the Board:

Attached is Peninsula College's proposal to offer the Bachelor of Applied Science Degree (BAS) in Applied Management. While the attachment addresses the requirements of the Higher Education Coordinating Board, I would like to address two unique aspects of providing the BAS degree on the North Olympic Peninsula. Serving the higher education needs of a rural, geographically isolated region presents many challenges, especially when the target student population is placebound. I think you will see that our proposal is designed to meet the unique needs of the communities we serve.

Typically (as is the case on the North Olympic Peninsula), there is no single industry sector that drives rural economies. Rather, a number of smaller, changing industry sectors do so. Accordingly, there is no single industry sector with enough jobs that require baccalaureate level education to justify a BAS in a highly technical field. Instead, rural economies require individuals with technical training combined with upper division management education to serve a diversity of industry sectors. As one employer stated, "you must know the technical aspects of our industry before you can lead others in our industry." Utilizing this approach, the two-year professional/technical programs "come and go" as the local economy changes and the upper division management program remains constant, as does the need for skilled leaders and managers. This model is quite common across the country where the local community college is the only institution of higher education in a rural area.

In geographically isolated regions such as the North Olympic Peninsula, the ability to be highly selective in regards to educational background is especially complicated. Simply put, it is very difficult to recruit managers to geographically isolated areas. In many cases, the spouse of the employee ("trailing spouse") also needs to obtain employment, which is difficult because the options for jobs and commuting are severely limited. This is particularly true when hiring an entry-level or mid-manager, as the salary is such that both spouses must work. Employers in geographically isolated areas often "grow their own," by investing in those who are already settled in the local area. This results in a less competitive situation when considering specific disciplines at the bachelor level. That is to say that an incumbent employee with a Bachelor Degree, while not specific, is more attractive than an out of area candidate with a specific discipline.

These two factors--the nature of the rural economy and geographic isolation--are the prime drivers in our decision to pursue the BAS in Applied Management. Certainly, the attachment will better document the need for the degree; however, I hope this brief description places our proposal in context and helps illustrate a few critical barriers faced by our region. If I can be of further assistance as you consider our proposal, please do not hesitate to contact me.

Sincerely,  
  
Dr. Thomas Keegan  
President

**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

*Part I requires the completion of the following forms: Appendices B-4, B-5, and B-6.*

**Program Information**Program Name: Bachelor of Applied Science in Applied ManagementInstitution Name: Peninsula CollegeDegree Granting Unit: Instruction  
(e.g. College of Arts and Science)Degree: BAS, Applied Management Level: Bachelor Type: Applied Management  
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)Major: Applied Management CIP Code: 52.0101  
(e.g. Chemistry)Minor: \_\_\_\_\_  
(if required for major)Concentration(s): \_\_\_\_\_  
(if applicable)Proposed Start Date: September 2007Projected Enrollment (FTE) in Year One: 20 Juniors At Full Enrollment by Year: 20 Juniors; 20 Seniors  
(# FTE) (# FTE)Proposed New Funding: Yr 1 - \$226,000; Yr 2 - \$208,000; Yr 3 - \$416,000 and Yr 4 - \$416,000Funding Source: ☒ State FTE ☐ Self Support ☐ Other**Mode of Delivery / Locations**☒ Campus Delivery Peninsula College, Port Angeles WA  
(Enter locations)☐ Off-site \_\_\_\_\_  
(Enter locations)☐ Distance Learning \_\_\_\_\_  
(Enter formats)☐ Other

*Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.*

**Scheduling**☐ Day Classes ☒ Evening Classes ☒ Weekend Classes☐ Other (describe)**Attendance Options**☒ Full-Time☒ Part-TimeTotal Credits: 90 ☒ Quarter ☐ Semester**Contact Information**Name: Mary O'Neil-Garrett, Ph.D Title: Dean of InstructionAddress: 1502 East Lauridsen Boulevard, Port Angeles WA 98362Telephone: 360-417-6235 Fax: 360-457-8100 Email: MaryO@pcadmin.ctc.eduWebsite: <http://www.pc.ctc.edu/basam/web>
  
Endorsement by Chief Academic Officer

5/15/06  
Date

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## Relationship to Institutional Role, Mission, Program Priorities

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*Mission Statement - Peninsula College provides educational opportunities in the areas of academic transfer, professional and technical, basic skills and continuing education. The College also contributes to the cultural and economic enrichment of Clallam and Jefferson Counties.*

Peninsula College's cadre of professional and technical programs reflects the needs of local economic sectors. The B.A.S., Applied Management program further addresses these needs by expanding and elevating the quality of the region's workforce through the development of essential front-line and mid-level supervisors and managers.

By providing professional and technical graduates with the opportunity to complete their B.A.S. degree on the North Olympic Peninsula, the college is building on its professional and technical educational mission. The B.A.S., Applied Management degree will enable local businesses to strengthen their organizations from within by supporting the education and training of the incumbent workforce. Furthermore, the Applied Management program will assist the community in creating the next generation of managers and supervisors as today's senior administrators prepare for retirement.

The B.A.S., Applied Management program also enriches the community by providing an opportunity for academic and career advancement, in a region where educational opportunities are extremely limited. As is the case for many rural or geographically isolated regions, both Clallam and Jefferson counties have suffered from a growing number of young adults who leave the community due to limited educational and career opportunities. For the first time in the history of the two counties, the B.A.S., Applied Management presents this generation with opportunities for personal growth in their 'home' region. Simply put, the B.A.S., Applied Management provides opportunity where none had previously existed. Because of this program, many young adults who had not considered an advanced degree as a possibility will be able to surpass their own expectations.

The B.A.S., Applied Management degree supports and reflects the mission and priorities of the Peninsula College professional and technical programs. These programs address the college's commitment to the economic enrichment of the community by providing students with the education and training needed for entry into a wide range of career fields including:

Administrative Office Systems (AOS)	Fisheries Technology	Nursing
Automotive Technology	Information Technology	Medical Assistant (certificate)
Business Administration	Multimedia	Medical Office Assistant (certificate)
Criminal Justice	Communications	
Early Childhood Education	Chemical Dependency	
	Counseling	

The B.A.S., Applied Management degree addresses the needs and priorities of its remote community by focusing on an applied management program applicable to both large and small employers. Students completing the B.A.S., Applied Management degree will have the skills needed to plan, organize, direct and control the functions and processes of a firm or organization through communication, problem solving and decision making. Graduates will be more attractive to businesses for front-line supervisor and mid-level management careers, thus reducing the costs of out-of-area recruitment. Incumbent workers will improve their capacity to attain career ladder advancement and subsequent wage progression, while providing a strong return on investment for employers.

Finally, graduates, current students and business and community leaders identified a number of benefits to be derived from offering the B.A.S., Applied Management program. These benefits further illustrate overall program priorities:

- Ensure a continuity of learning for place-bound adults;
- Allow businesses to strengthen their incumbent workforce and develop their own managers and supervisors from within their organizations;
- Provide tribal members with an applied management degree for advancement to management positions within the Tribe;
- Increase the number of graduates in Clallam and Jefferson counties with baccalaureate degrees;
- Provide a degree designed to meet the growing management needs of the community;
- Hire management-level employees from the local population;
- Increase competitiveness in the market place;
- Avoid the costs for out of area recruitment; and
- Meet the growing demand of rural economic development through further education in management.

## Documentation of Need for Program

**Geographic Isolation.** The need for the B.A.S., Applied Management program is significant, especially when one takes into account the geographic isolation of the Peninsula College service district. Peninsula College is the only accredited public post-secondary institution with a major physical presence in the 3,553 square mile North Olympic Peninsula.<sup>1</sup> The college serves Clallam and Jefferson Counties, seven school districts and five Native American tribes. The main campus is located in Port Angeles with extension sites in Forks and Port Townsend.

Only 14% of the Peninsula College service district residents ages 18-44 have achieved a baccalaureate degree or higher. This comparatively low percentage is not surprising when one considers the commute of prospective upper division students. To reach a baccalaureate campus, Clallam and Jefferson county residents must drive 112 to 340 miles round trip along a two-lane highway, cross the Hood Canal Bridge, and take a Seattle ferry or travel across the Tacoma Narrows Bridge. Circuitous routes result in much longer travel time than that experienced on the typical interstate commute. The five-hour minimum round-trip commute is impossible for the working adults who make up the majority of Peninsula College professional and technical students and graduates.

Table 1 - Travel Time to the I-5 Corridor				
Location	Destination	Miles	One-Way Travel Time	Round Trip
Port Angeles	Greater Seattle Area	83	2 hrs. + ½ hr. ferry	5 hrs; 166 mi.
Port Townsend		56	1 ¾ hrs + ½ hr. ferry	4½ hrs; 112 mi.
Forks		143	3 ½ hrs. + ½ hr. ferry	8 hrs; 286 mi.
Western Jefferson County		173	4 hrs. + ½ hr. ferry	9 hrs; 346 mi.

<sup>1</sup> Western Washington University, Huxley College has a small presence on the Peninsula College campus through its offerings of a B.A. in Environmental Policy and a B.S. in Environmental Science.

Students repeatedly emphasize that location is a strong determinant in the pursuit of higher education. In a survey of over 400 current students, 97% responded that location was the most important reason for attending Peninsula College. The B.A.S., Applied Management degree will also address the needs of the time and place bound A.A.S. degree graduates who do not have access to baccalaureate programs that readily accept professional and technical program credits for transfer.

**Proven Student Demand.** To identify regional student demand for an applied baccalaureate degree, Peninsula College surveyed professional and technical (A.A.S) students and graduates in fall 2005. Among those responding to the survey, 65% of A.A.S. graduates and 77% of currently enrolled A.A.S. students showed an interest in pursuing an Applied Baccalaureate in Management/Administration. Further, 76% of graduates and 81% of current students agreed that such a degree would lead to salary increases or career advancement. National projections based on *accessibility of educational pathways* indicate a minimum annual enrollment demand for the B.A.S., Applied Management program should easily reach 34 or 30% of 113 A.A.S. graduates per year.<sup>2</sup>

In addition to the projected annual demand, Peninsula College projects that enrollment will also be met through the incumbent workforce made up of students who have achieved a professional and technical degree and have been in the workplace for a minimum of one year. This demand has been verified by employers as well as recently surveyed graduates and students who expressed an interest in the degree. Table 2 identifies 567 graduates over the past six years who potentially fall into the incumbent worker demand category.

<b>Table 2 - B.A.S., APPLIED MANAGEMENT CANDIDATES</b>							
A.A.S., A.A.S.- T Degrees/Certificates	Graduates						
	All	99-00	00-01	01-02	02-03	03-04	04-05
Administrative Office Systems	44	8	8	2	7	8	11
Business Administration	59	10	7	2	12	18	10
Information Technology	89	15	24	9	21	10	10
Multimedia Communications	44	8	11	6	4	7	8
Automotive Technology	22	3	4	4	2	6	3
Chemical Dependency Counseling	27	8	2	2	5	6	4
Criminal Justice	22	6	6	1	1	6	2
Early Childhood Education	22	3	6	2	5	2	4
Fisheries Technology	32	4	3	6	7	4	8
Nursing	97	13	14	13	19	15	23
Medical Assistant (certificate)	82	11	16	5	17	16	17
Medical Office Assistant (certificate)	27	4	1	2	2	6	13
<b>Graduates</b>	<b>567</b>	<b>93</b>	<b>102</b>	<b>54</b>	<b>102</b>	<b>104</b>	<b>113</b>

**Demand for Accessible Educational Pathways.** According to the Washington State Office of Financial Management's *Higher Education Trends and Highlights*, Clallam County has the 4<sup>th</sup> highest participation rate in community college enrollment among all 39 Washington counties. Because of the lack of access to upper division post-secondary

<sup>2</sup> 2005 WASHINGTON STATE HIGHER EDUCATION TRENDS AND HIGHLIGHTS, Participation Rates for Washington's Public 4-Year Institutions and Two-Year Community and Technical Colleges by County, p. 10-11, <http://www.ofm.wa.gov/hied/highlights/>.

education, enrollment drops dramatically when looking beyond the AA degree. In fact, Clallam and Jefferson counties are among the lowest ranked counties in Washington in regards to baccalaureate participation rates.<sup>3</sup> This lack of accessibility leaves promising students with no educational pathways and employers constantly searching for qualified candidates outside of the region to advance their current and future workforce.

The Peninsula College B.A.S., Applied Management degree is specifically targeted to meet the needs of students who have completed a community college professional and technical program as well as the needs of local/regional employers who are unable to find qualified management personnel currently residing within the North Olympic Peninsula region. As noted later in this document, the Olympic region ranks as the 4<sup>th</sup> highest region in the state for job vacancies with a duration of 60 days or more. While employers do not intend to specifically hire only from the region, they have exhibited a strong desire to have a pool of qualified candidates from the community for the following reasons:

- Lack of individuals within the greater community who currently possess a baccalaureate degree combined with a strong knowledge in the identified fields;
- The cost and time associated with recruiting and hiring from outside of the region;
- The economic benefit to the community associated with hiring from the region as well as the desire to upgrade the skills and education of members of the community;
- The ability to have input into determining the educational needs of their prospective managers and supervisors and
- The importance of providing the community with greater educational opportunity and workplace advancement.

This reasoning does not preclude the hiring of Arts and Science baccalaureate graduates nor does it rule out hiring Business Administration baccalaureate graduates, the potential competitors noted by HECB at the April 24<sup>th</sup> meeting. However, employers are aware of and interested in the professional and technical depth that graduates of the B.A.S., Applied Management degree bring and that graduates of a traditional Business degree program typically do not have. Employers expressed significant interest in hiring or promoting managers and supervisors with experience in a professional or technical field coupled with applied management education. As such, B.A.S., Applied Management graduates are expected to be strong contenders for the positions outlined in the following sections.

**The Changing Economy of the North Olympic Peninsula.** Economic development in rural or geographically isolated regions such as the North Olympic Peninsula is dependent upon entrepreneurial, small business and “grow your own” strategies. There is no one predominant industry sector, nor is there a critical mass upon which to narrowly focus advanced educational degree opportunities. Over 72% of the companies in Clallam County alone employ less than 10 people and these businesses need qualified managers and supervisors if they are to be successful.

A changing economy prompted by the coming and going of various industry clusters has forced Peninsula College to think very strategically when determining how best to meet the educational and training needs of the community. Peninsula College has considerable experience in launching new professional and technical programs, revising programs to meet current standards and, when necessary, retiring programs that no longer address the economic make up of the community. While the core discipline of professional and technical

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<sup>3</sup> *ibid.*

programs may change, leadership and management are timeless. Employers across the region have repeatedly emphasized that applied management is crucial to economic success and a growing number of educational organizations and employers are realizing that applied experience is essential to shaping qualified candidates. The timelessness of the Applied Management degree as well as its ability to build on multiple technical disciplines makes it an exemplary choice for a pilot baccalaureate program at Peninsula College.

**Documented Employer Demand.** In 2001, radical changes in the economic condition of the entire Peninsula began to take place due to a business development initiative led by the Clallam County Economic Development Council (CCEDC). This ongoing initiative involves a coalition of private businesses, agencies, local school districts, Peninsula College and many community volunteers. Efforts in support of this initiative have led to a successful turnaround in the local economy. Clallam County is experiencing the lowest unemployment rate in 30 years and was recently removed from the *Depressed-County* list. The influx of new and growing employers has created a need for a more educated workforce, particularly at the entry and mid-manager level. Today's employers, according to University of Washington interviews, "have become more selective in the hiring process." Specifically, employers state that qualified workers must "develop a mix of technical skills and management, communication, and team work skills." (*HECB, State and Regional Needs Assessment*, page 28) As indicated by a follow up survey conducted by Peninsula College, the need for implementing a B.A.S. Applied Management degree that is capable of instilling these skills is both evident and crucial to the continuing economic development of the Olympic region.

The HECB State and Regional Needs Assessment illustrates the changing face of industry across the Olympic Region. Today, government, retail trade, construction and services are the dominant employers.

Table 3 - NAIC Classification by Number of Employees per County						
Industry	Clallam Employees	Rank	Jefferson Employees	County Rank	Kitsap Employees	County Rank
Government*	6,435	1 <sup>st</sup>	1,998	2 <sup>nd</sup>	27,542	1 <sup>st</sup>
Retail Trade	3,405	2 <sup>nd</sup>	1,829	3 <sup>rd</sup>	10,707	2 <sup>nd</sup>
Services	1,036	5 <sup>th</sup>	2,027	1 <sup>st</sup>	3,139	5 <sup>th</sup>
Construction	1,432	3 <sup>rd</sup>	510	5 <sup>th</sup>	4,599	3 <sup>rd</sup>
Manufacturing	1,304	4 <sup>th</sup>	838	4 <sup>th</sup>	1,695	7 <sup>th</sup>
Source: Washington State Business and Project Development, Department of Community, Trade and Economic Development. * Includes local, state and federal employees						

Occupational Outlook shows substantial demand for management and front-line supervisors across these industries.<sup>4</sup> Occupational Outlook combines the Peninsula College service district (Clallam and Jefferson counties) with Kitsap County to form the Olympic Workforce Development Region. To better refine employment projections for B.A.S., Applied Management graduates, Peninsula College extracted occupations that align with the college's A.A.S. degree programs and the proposed upper division management curricula. Due to the breadth of this degree, a number of occupations are applicable.

<sup>4</sup> Occupational Outlook 2007-2012, Washington State Department of Employment Security. Information available at [www.workforceexplorer.com](http://www.workforceexplorer.com).



Table 4 reflects estimated Olympic Region employment in these selected fields from 2007 through 2012 for both the region and Washington. By 2007, the Olympic Region will employ approximately 16,000 individuals in management/administrative positions and 8,500 Front-line Supervisors/Managers. Annual openings for 2007 to 2012 are expected to reach approximately 500 per year for management/administrative positions and 300 per year for Front-line Supervisors/Managers.

More populated regions often require that prospective employees possess advanced degrees in specific disciplines. This is, of course, sometimes waived based on years of workplace experience. In geographically remote regions such as the North Olympic Peninsula, the ability to be highly selective in regards to educational background is much more complicated. For example, many Early Childhood Education and Health Care settings across the North Olympic Peninsula have difficulty recruiting and placing qualified management personnel. As a result, health care centers, clinics and offices as well as child care, Head Start and tribal centers located throughout the region, have voiced enthusiasm for the proposed B.A.S. program and are looking forward to the opportunity to hire graduates. If located along the I-5 corridor, these employers might very likely prefer to hire a Child Care manager with a baccalaureate in Early Childcare Education, just as Olympic Medical Center might prefer to hire a manager with a B.S.N. North Olympic Peninsula employers however, have stated that if they are to serve the community, graduates of the B.A.S., Applied Management degree coupled with the appropriate professional and technical degrees as well as experiential learning or workplace experiences are just as valuable in addressing employment criteria. These same employers have already indicated a strong desire to employ Peninsula College B.A.S. graduates who initially earned an A.A.S. in Early Childhood Education or one of the college's health care programs. Other areas that have welcomed the opportunity to participate in this degree program and promote from within their organizations include tribal fisheries and natural resource management programs eager to enhance educational opportunities and workplace advancement for tribal members. Peninsula College is yet another example of an employer that would welcome the opportunity to employ professional/technical staff from a range of disciplines (Administrative Office Systems, Business Administration, Multimedia Communications, Information Technology) who go on to successfully complete the B.A.S., Applied Management.

<b>Table 4 – Employment Projections for 2007 – 2012</b>					
	<b>Olympic Region</b>				<b>WA State</b>
<b>Washington Occupational Employment Projections, May 2005</b>	Estimated Employment 2007	Estimated Employment 2012	Avg. Annual Growth Rate	Avg. Annual Openings	Avg. Annual Openings
Management Occupations	4,253	4,470	1.0%	128	3,532
General and Operations Managers	599	640	1.3%	20	624
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	125	134	1.4%	5	328
Marketing Managers	29	32	2.0%	2	115
Sales Managers	83	89	1.4%	3	161
Operations Specialties Managers	652	683	0.9%	17	832
Administrative Services Managers	90	96	1.3%	3	117

<b>Table 4 – Employment Projections for 2007 – 2012</b>					
	<b>Olympic Region</b>				<b>WA State</b>
<b>Washington Occupational Employment Projections, May 2005</b>	Estimated Employment 2007	Estimated Employment 2012	Avg. Annual Growth Rate	Avg. Annual Openings	Avg. Annual Openings
Computer & Information Systems Managers	94	99	1.0%	3	204
Industrial Production Managers	53	53	0.0%	1	69
Purchasing Managers	51	54	1.1%	1	36
Transportation, Storage, and Dist Mgr.	47	49	0.8%	1	66
Other Management Occupations	2,765	2,892	0.9%	83	1,637
Construction Managers	383	416	1.7%	14	323
Education Administrators, Preschool & Child Care Center/Program	14	15	1.4%	0	23
Food Service Managers	64	68	1.2%	2	77
Medical and Health Services Managers	138	151	1.8%	6	92
Natural Sciences Managers	73	73	0.0%	1	48
Property, Real Estate, and Community Association Managers	100	103	0.6%	3	86
Social and Community Service Managers	40	44	1.9%	2	38
Managers, All Other	1,149	1,177	0.5%	29	464
Business and Financial Operations Occupations	5,041	5,352	1.2%	150	4,708
<b>Totals</b>	15,843	16,690		<b>474</b>	13,580
<b>First Line Supervisors/Managers of Workers</b>					
Protective Service Workers	232	246	1.2%	12	263
Correctional Officers	17	18	1.1%	1	39
Police and Detectives	79	83	1.0%	4	93
Fire Fighting and Prevention	98	103	1.0%	5	82
Protective Service Workers, Other	38	42	2.0%	2	49
Food Preparation and Service	857	905	1.1%	30	539
Housekeeping and Janitorial	159	177	2.2%	7	139
Landscaping, Lawn, & Grounds	158	174	1.9%	5	88
Personal Service Workers	439	480	1.8%	19	418
Retail Sales Workers	1,666	1,754	1.0%	49	1,487
Non-Retail Sales Workers	440	473	1.5%	16	455
Office and Administrative Support	1,137	1,214	1.3%	41	928
Farming, Fishing, and Forestry	49	50	0.4%	1	80
Construction Trades & Extraction	1,542	1,621	1.0%	43	568
Mechanics, Installers & Repairers	738	768	0.8%	25	368
Production and Operating Workers	573	582	0.3%	14	309
Helpers, Laborers, & Material Movers	76	81	1.3%	3	132

Table 4 – Employment Projections for 2007 – 2012					
	Olympic Region				WA State
Washington Occupational Employment Projections, May 2005	Estimated Employment 2007	Estimated Employment 2012	Avg. Annual Growth Rate	Avg. Annual Openings	Avg. Annual Openings
Trans & Material-Moving Vehicle Op.	192	203	1.1%	7	336
<b>Totals</b>	8,490	8,974		<b>284</b>	6,373

According to *The Employment Security Department's Job Vacancy Survey*,<sup>5</sup> there are 1,779 vacancies across ten major occupational groupings in the Olympic Region. Four occupational groups account for 83% of these vacancies: professional, service, sales and related services and office and administrative support. Further, *Detailed Occupational Groupings* shows that 16 of 22 job classifications require education beyond a high school degree and all vacancies require related experience. One-hundred and four of these vacancies require a baccalaureate or higher.

The Job Vacancy Survey illustrates the significant gap experienced in the Olympic Region in regards to job vacancies and the time needed to secure qualified personnel. Simply put, employers in the Olympic Region constantly struggle with finding qualified employees in a timely manner. This delay is a direct correlation to the region's lack of personnel with appropriate experience and educational credentials. Of the twelve Workforce Development Areas, the Olympic region ranks 5<sup>th</sup> in continuous job vacancies and 4<sup>th</sup> in job vacancies with a duration of 60 days or more. Furthermore, the *Olympic Workforce Development Council* identified fourteen management supervisory classifications as high-demand occupations. Three-hundred and ten annual openings in management/supervisory positions were considered most difficult to fill based on the Council's 2005 Training Benefits report. The proposed B.A.S., Applied Management degree will be of significant assistance not only in closing this gap but in providing businesses with the opportunity to upgrade the incumbent workforce and continuously draw from expertise within the immediate region.

Additional demand was substantiated at the April 2005 Olympic Workforce Development Council Priority Planning Meeting where management training was repeatedly identified as a high priority need among an even wider array of industries. Business leaders from Clallam, Jefferson and Kitsap counties cited a considerable lack of management skills and knowledge among the incumbent workforce and a need to address these issues if businesses are to continue to grow and develop. The Olympic Health Care Alliance also verified that management/supervisor skills were cited as a high priority among hospitals, clinics and assisted living centers.

In a fall 2005 survey, 200 responding business leaders across Clallam and Jefferson counties provided the following verification of need: 72% or 144 employers stated a need for a baccalaureate degree program in Applied Management on the North Olympic Peninsula; 60% or 120 employers indicated that a baccalaureate degree would merit a salary increase or career advancement at the current workplace; and 80% or 160 employers had from 1 to 6 employees who could benefit from the B.A.S., Applied Management degree program. Employers provided the following unsolicited comments during the fall survey:

- "If Peninsula had offered a BAS I'd have one! Needs to be done."

<sup>5</sup> *Job Vacancy Survey – March 2005*, Washington State Department of Employment Security. Available at [www.workforceexplorer.com](http://www.workforceexplorer.com)

- *"Having this program in this area could encourage more people to further their degree without having to move."*
- *"...help the small businesses thrive on the Peninsula."*
- *"Aside from business access, B.A.S. degrees are useful & needed for those who desire them. Pilot programs are a much needed asset for our remote community."*

The need for the B.A.S., Applied Management was further emphasized by employers responding to a call for letters of support or commitment. Full text of these letters is available at <http://www.pc.ctc.edu/basam/web/letters.htm>. A sampling of comments includes the following excerpts:

- "Access to advanced degrees and the resulting enhanced management capabilities is important to the North Olympic Peninsula's economic future." - ONE Group
- "...Baccalaureate degree at a quality local college would be an invaluable recruitment incentive for new industries moving to Port Angeles." - Port of Port Angeles
- "The degree represents a definitive solution for a very special education and workforce development need in the North Olympic Peninsula region." – Clallam County Economic Development Council
- "Currently too many bright young people leave the region due to lack of locally available four year degree programs... Our staff needs access to higher levels of business training – High quality academic training that they can access locally in order to meet increasing complex job demands." - City Manager, Port Angeles
- "Our own agency has over 300 employees and a large contingent of managers. It is always a challenge to find qualified managers. This proposed program will fill an important niche in our community." – Olympic Community Action Programs
- "It would be particularly beneficial for the Tribe to be able to have members achieve the applied management degree you envision locally; and then be qualified to take mid- and upper-management positions with the Tribe: to have tribal members qualified to assume upper management (directors) positions in the organization." – Lower Elwha Klallam Tribe

Parents, employers and community leaders attending the November 2005 Jefferson County Economic Development Council Summit, stated that the lack of qualified personnel and economic growth is tied to the migration of young people to the I-5 corridor. They attributed this migration to the community's inability to provide adequate opportunities to obtain a baccalaureate degree.

The Office of Financial Management, *Higher Education Trends and Highlights* (Forecasting Division, March 2005) provides further evidence of increased demand based on accessibility in Clallam and Jefferson Counties. Using fall 2004 enrollment data and OFM population estimates:

- Clallam County is ranked 4<sup>th</sup> in the state for participation rates at two-year colleges;
- Because of lack of accessibility, participation rates at four-year institutions drops significantly. Clallam and Jefferson counties rank 35<sup>th</sup> and 36<sup>th</sup> out of 39 counties!

It is expected that this phenomena will only be exacerbated by population growth. According to the Washington State Office of Financial Management, the average population growth of Jefferson, Kitsap and Clallam counties will continue to outpace Washington State until at least 2030. Obviously, the gap in educational attainment at the baccalaureate level will continue to grow; consequently, so will the gap in available, qualified management employees. If this geographically isolated region is to contribute to Washington's economic

stability it is essential that the community have long-term access to higher education opportunities specifically developed to meet both student and employer demand. The B.A.S., Applied Management will meet this need.

**Insufficient Capacity to Meet the Demand for Baccalaureate programs.** The HECB simulation model shows that at the current participation rate, Clallam and Jefferson counties demand for upper division enrollments is projected to increase 259 FTE by 2010-11. If the percentage increases to match the state average then enrollments will increase by 426 FTE. Furthermore, the Office of Financial Management (OFM) states that residents of this region show significant desire to participate in higher education when and if it is available at an accessible location and when it is offered in a traditional versus online format.<sup>6</sup> These projected increases in both lower division (from 800 to 1,577 FTE) and upper division (from 259 to 426 FTE) do not take into account the growth that will be spurred by the added opportunity of a local community college baccalaureate. Peninsula College projects that if the Applied Baccalaureate program were available these numbers would increase at a substantially higher rate since students, prospective students and other community members have repeatedly stated that they would enroll in baccalaureate programs if such programs were more readily available in the region.

## **Support of Statewide Strategic Master Plan for Higher Education**

**Goals of the Strategic Master Plan.** The Peninsula College B.A.S., Applied Management program supports the two major goals of the Strategic Master Plan for Higher Education: (1) increasing opportunities for students to earn degrees and (2) responding to the state's economic needs. Specifically, this program will provide 40 FTE per year (beginning in program year two) with the opportunity to pursue a baccalaureate degree in a region where such opportunities simply do not exist. In addition, this program addresses the higher education needs of students who have successfully completed a professional and technical degree – an avenue that traditionally has been highly under-represented in baccalaureate programs. The B.A.S., Applied Management program responds directly to the state and region's economic needs by (a) ensuring that graduates receive extensive job training through internships and applied learning experiences and by (b) preparing for occupations and career fields that dominate the North Olympic Peninsula. Extensive research into the needs of the business community has guided the identification and development of this degree program as evidenced by the curriculum and overwhelming community support.

**Policies of the Strategic Master Plan.** The Peninsula College B.A.S., Applied Management program also supports the following policies of the Strategic Master Plan:

- Funding for student success; Allocating Student Enrollments, Keeping college tuition affordable and predictable; and Promoting Opportunity through Student Financial Assistance – The B.A.S., Applied Management program provides essential new educational slots for students seeking an applied baccalaureate degree. By offering this degree on the North Olympic Peninsula, students who are unable to relocate or travel to the greater Seattle area or other locations will be able to pursue a baccalaureate degree while maintaining their current residences and jobs – thus eliminating a number of affordability barriers that would otherwise prevent them from acquiring a baccalaureate degree. This is of major importance when considering that over 52% of Peninsula College students receive some form of financial aid; 30% are employed; 70% attend

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<sup>6</sup> Office of Financial Management, *Higher Education Trends and Highlights*. Forecasting Division, March 2005.

college part time and 31% have dependents. Members of the greater community are also supporting the cost of this educational opportunity with scholarships, tuition reimbursements, internships and job placement/advancement opportunities.

- Increasing the number of degrees in high-demand fields and Meeting Regional Higher Education Needs – The B.A.S., Applied Management program was purposely developed with input from the local business community, economic development councils, graduates and a variety of workforce development and job survey research documents. Accordingly, the proposed degree aligns a proven need for graduates from a wide range of professional and technical arenas with the added skills of supervisory and management skills acquired through the B.A.S. program. In fact, a regional survey revealed that more than 70% of employer respondents support the development of a B.A.S., Applied Management degree.
- Helping students make the transition to college, Reducing Barriers for non-traditional students - The B.A.S., Applied Management program targets professional and technical graduates located in the North Olympic Peninsula Region – students who do not typically pursue a bachelor's degree for a variety of reasons including the lack of access to baccalaureate programs and the added difficulty in transitioning from professional and technical degrees to baccalaureate programs. The B.A.S., Applied Management program is designed to ensure that students enter the B.A.S. program with the skills, pre-requisites and support systems needed for success. Barriers to success will also be eliminated as students work toward completion of their degrees in a familiar and supportive setting. Student support efforts will focus on providing an array of services to non-traditional students. It is of special note that local tribes are committed to supporting Native American students in these efforts. Retention and goal completion will include educational planning, financial support, student engagement, intervention, educational support, and special services to targeted or under-represented populations including tribal outreach and TRIO grant initiatives.
- Promoting student success through greater accountability and Measuring student success with improved data system – Peninsula College will utilize its academic unit planning and assessment process to ensure program accountability. Student tracking will follow SBCTC and HECB guidelines to ensure that this piloted program provides the data needed to identify student success as well as any adaptations needed to improve overall student performance.

## **Relationship to Other Institutions and Unique Aspects of Program**

**No evidence of a B.A.S., Applied Management degree among Public Baccalaureate Institutions in the Peninsula College catchment-area.** Washington State public baccalaureate institutions do not offer a B.A.S, Applied Management degree. According to the 2005 WTECB and SBCTC baccalaureate needs assessment report, "Management specialization baccalaureates are fairly new. Several management pathways exist in the private baccalaureate sector in Washington, but at this time no management specialization pathways exist at public institutions in this state." <sup>7</sup>

A review of the Authorization and Evaluation HECB site (<http://www.hecb.wa.gov/>) shows that no public baccalaureate institutions have submitted a Notice of Intent to offer a

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<sup>7</sup> Baccalaureate Enrollment Growth Needed to Meet Educational Needs of Technical Associate Degree Graduates, p. 3. April 2005. WTECB & SBCTC, Loretta Seppanen, Tina Bloomer and Madeleine Thompson.  
[http://www.sbctc.etc.edu/Transfer/Bachelor\\_UContract.asp](http://www.sbctc.etc.edu/Transfer/Bachelor_UContract.asp)

B.A.S., Applied Management degree in the college's catchment-area or the state of Washington. This is further supported by a review of the 2005-2007 Institutional Academic Program Plans for Washington's public baccalaureate institutions.

<b>Table 5 - 2005-2007 Institutional Academic Program Plans for Baccalaureate Degrees</b>		
<b>Institution</b>	<b>Program</b>	<b>Location</b>
Central Washington University	BAS Food Service Management	SeaTac, Lynnwood
	BS Geography	Ellensburg
	BAS Industrial Technology & Safety	SeaTac, Lynnwood
Eastern Washington University	BA Women's Studies	Cheney
The Evergreen State College	No new BA Programs	
University of Washington	BA GIS & Cartography	Tacoma
	BA Responsive Citizenship	Seattle
	BA Urban & Regional Planning	Tacoma
	BS Embedded Computer Engineering Systems	Tacoma
Washington State University	BA Linguistics	Pullman
Western Washington University	No new BA programs	
Source: <i>Academic Program Plans at Public Baccalaureate Institutions</i> , <a href="http://www.hecb.wa.gov/docs/2005-07AcademicProgramPlansMay2004.pdf">http://www.hecb.wa.gov/docs/2005-07AcademicProgramPlansMay2004.pdf</a> (site accessed 3/2006)		

**New or Emerging B.A.S. Programs Beyond the Catchment-area.** In June 2005, Central Washington University announced plans for the fall 2005 launch of a B.A.S. in Industrial Technology and Safety and a B.A.S. in Health Management. Future plans were also announced for the addition of B.A.S. in Food Service Management and a B.A.S. in Information Technology/Administrative Management (ITAM). The ITAM degree proposed by CWU responds to students who "...complete community and technical college programs in Information Technology and seek to move into supervisory and IT management roles."<sup>8</sup> Eastern Washington University has also launched a Bachelor of Science in Technology, with an Applied Technology option at various sites along the I-5 corridor.

Time and place bound issues arise when considering these degree options. The CWU programs may be offered at CWU University Center sites located in Des Moines, Lakewood or Lynnwood - the closest university site to Port Angeles. A trip from Port Angeles to the Lynnwood site includes a 140-mile drive and a round trip ferry ride for a total travel time of more than five hours. Eastern Washington University's Bachelor of Science in Applied Technology program is also far beyond the commuter capabilities of residents in the Peninsula College catchment-area. A multi-faceted applied management degree program built on specific professional and technical skills is required if Peninsula College is to address the broad range of needs of students, incumbent workers and employers that make up the small to medium size businesses that dominate Clallam and Jefferson counties.

**Options for Collaboration.** Peninsula College conducted collaborated with other institutions, businesses and community organizations in the development of its Notice of Intent and its proposal to the State Board for Community and Technical Colleges. These collaborative efforts are carried over into the development of this proposal:

<sup>8</sup> Central Washington University, Proposal for a New Degree, Level and Type: Bachelor of Applied Science Degree, 01/2005, [http://www.sbctc.ctc.edu/Education/docs/BaccalaureateCapacity/Baccalaureate\\_discussion\\_handouts.doc](http://www.sbctc.ctc.edu/Education/docs/BaccalaureateCapacity/Baccalaureate_discussion_handouts.doc).



- The **industry and employer** make up of the service district reflects the need for an Applied Management degree appropriate to multiple occupational fields and their support of this program is exemplified in letters of support located at the program website <http://www.pc.ctc.edu/basam/web/letters.htm>. A sampling of industry and employer collaboration includes input on curriculum development and review, internships, lectures, field training, mentoring, consultation, scholarships, referrals and more. Industry and business leaders also participated in a pre-development survey to identify and rate topics that would serve as common core subjects across diverse fields.
- The region's **lack of baccalaureate programs** and resulting lack of specialists across multiple occupational clusters provides further evidence of the need for employees capable of taking on an array of supervisory/management responsibilities associated with their professional and technical fields. This need stretches beyond Clallam and Jefferson counties and into Kitsap and Mason counties. As a result, Olympic College and its service district will also benefit and plan to promote this new program to Olympic College students and graduates.
- Peninsula College based the development of its program on the proven **success of similar programs**. The college interviewed program directors operating four B.A.S., Applied Management programs that were (1) applicable to the multiple industries generally found in rural locations (2) located at geographically isolated sites and (3) serving communities with a lack of access to baccalaureate institutions. Each of the colleges, which are in similar locations and face similar issues as Peninsula College, have experienced robust enrollment and three have expanded the programs into multiple tracks. For a brief overview of these successful programs see <http://www.pc.ctc.edu/basam/web/service.htm>.
- Peninsula College will continue to work with Great Basin College and Brazosport College in the development and evaluation of the B.A.S. program.

## **B.A.S., Applied Management Admission Process**

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Peninsula College is experienced in using a selective admissions process consistent with an open door institution. The concepts of this process are currently employed in the college's nursing and dental hygiene programs. The college's open door policy ensures that all students are provided with the opportunity to prepare for application to the program by completing the minimum requirements.

### **Minimum Requirements:**

1. Completion of an Associate of Applied Science-Transfer degree from an accredited College; OR Completion of an Associate of Applied Science degree (A.A.S. degree graduates without transferable general education classes must complete 20 credits in college level English, Mathematics and Social Science); OR Completion of Associate of Science or Associate of Arts degree plus two years of related work experience.
2. Overall GPA of 2.0 or greater.
3. Proficiency in Excel and Access.
4. An application which includes:
  - Peninsula College Admission Form
  - Application for Financial Assistance
  - Official Transcripts



- B.A.S., Applied Management Essay explaining student interest and intent, how the B.A.S., Applied Management will be applied upon graduation, and how the student will contribute to the local economy upon graduation.
- A minimum of two letters of recommendation.

**Selection Process.** The projected demand for this program will require the college to select among a number of well-qualified students in the following manner: The B.A.S., Applied Management Selection Committee (made up of the B.A.S. Faculty/Program Lead and Student Services/Workforce Liaison; two B.A.S. faculty members and a representative of Peninsula College's Student Services Department) will screen each application to determine admission to the program. The selection criteria includes, but may not be limited to (a) meeting all minimum requirements (b) work experience (c) quality of the B.A.S. Management essay and (d) letters of recommendation. Upon selection, students must meet with the B.A.S. Faculty/Program Lead or the Student Services/Workforce Liaison to outline a proposed course of study.

## **B.A.S., Applied Management Curriculum**

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The B.A.S., Applied Management Program will meet the time constraints of working adults by offering evening and weekend classes at the Port Angeles campus.

**Prerequisite Coursework.** Students must complete a total of 90 credit hours in lower division course work as outlined in Table 6. As stipulated by the Northwest Commission on Colleges and Universities accreditation requirements, "...programs of study for which applied or specialized associate degrees are granted must contain a recognizable body of instruction in program-related areas of (a) communication (b) computation and (c) human relations." (*Standard 2, Policy 2.1 – General Education/Related Instruction Requirements, 2003 Revised Edition*) If a student has completed an A.A.S. with non-transferable general education courses, such as Writing in the Workplace (ENGL 100), Applied Mathematics (AMATH 121) and Human Relations in the Workplace (HUMDEV 120), he or she will need to meet A.A.S.-T requirements before admission to the B.A.S. program.

A.A.S.-T requirements include a minimum of five credits each in transferable English; transferable math and transferable social science selected from the Peninsula College AA distribution list (see Table 6). A general education elective can be chosen from humanities, social science, or natural science.

<b>Table 6 – Pre Requisites</b>	
A.A.S. – T or A.A.S. Degree including or in addition to the following:	Credits
Math 114	5
Eng 101	5
Social Science Elective (Anthropology; Economics; History; Political Science; Psychology; Social Science)	5
General Education Elective	5
Access & Excel Proficiency	4

Students with A.A.S. degrees without transferable general education classes will be required to complete 20 credits in college level English, Mathematics and Social Science prior to enrolling in the B.A.S. program. Students who have completed A.A.S.-T programs will have completed the required courses. Junior and senior level curriculum will include 30 credits in the major core, 30 credits of general education, and 30 credits of electives. The

upper division curriculum will also include a wide range of practica, internships and work based projects that are integrated into the proposed courses. For more extensive information, overviews of applicable A.A.S. Degree Requirements are available at [http://www.pc.ctc.edu/basam/web/program\\_guides.htm](http://www.pc.ctc.edu/basam/web/program_guides.htm).

At least 5 credits of natural science course work are required for completion of the B.A.S., Applied Management degree. This requirement may be satisfied through a natural science elective in the A.A.S.-T or an Integrative Science Seminar in the junior or senior year of the B.A.S. as illustrated in Table 7.

Table 7 – General Education Requirements for BAS Degree*						
AREA	General Education Courses – AAS-T	Credits		General Education Courses - Junior or Senior Year	Credits	Total General Education Credits
Communications	English 101	5	and	English 325	5	10
Quantitative Reasoning	Math 114	5	and	Math 315	5	10
Social Science	Social Science Elective	5	and	Integrative Social Science Seminar	5	10
Natural Science	Science Elective	5	and/or	Integrative Science Seminar	5	5 - 10
Humanities				Philosophy 322	5	5
	Humanities Elective	5	and/or	Integrative Humanities Seminar	5	5 - 10
					Minimum of 50 credits	
*In compliance with Northwest Commission on Colleges and Universities accreditation standards.						

**Upper Division Coursework.** Students must complete a total of 90 credit hours in upper division course work as outlined in Table 8. Peninsula College faculty and staff worked with a number of program directors operating successful B.A.S., Applied Management programs across the United States; based on their input and identified student, employee and employer need, the College identified the sample curriculum attached here. It is essential to note that the newly hired Faculty/Program Lead will be responsible for developing specific course descriptions, outcomes, assessments and recommended texts.

Upon completion of the development phase, the B.A.S., Applied Management curriculum will be subject to the college's curriculum review process. This process will ensure that the rigor and content of the proposed degree program is appropriate to the baccalaureate level, aligns with guidelines and standards established by the Northwest Association of Schools and Colleges, and meets the basic criteria of the ACBSP or the AACSB. The process will also include a review by an advisory committee made up of representatives from local industry as well as representatives from baccalaureate granting institutions.

Table 8 - B.A.S., Applied Management Upper Division Course Work		
Upper Division Courses		Credit Hours
<b>General Education (30 credits)</b>		
Eng 325	Professional & Organizational Communications	5
Math 315	Business Statistical Analysis	5
Phil 322	Professional Ethics	5
Integrative Studies (select 3 of 4)*		15
INT 330	Integrative Humanities Seminar	
INT 340	Integrative Social Science Seminar	
INT 350	Integrative Science Seminar	
INT 360	Integrative IT Seminar	
<b>Major Core (30 credits)</b>		
BA 300	Survey of Accounting	5
BA 301	Marketing	5
BA 305	Survey of Economics	5
BA 310	Foundations of Management Theory & Practice	5
BA 320	Organizational and Interpersonal Behavior	5
BA 325	Legal Environment of Business	5
<b>Electives (30 credits)</b>		
BA 330	Industrial Relations	5
BA 340	Applied Financial Management Accounting	5
BA 355	Applied Management Information Systems	5
BA 360	Human Resources Management	5
BA 435	Managerial Leadership/Operations Management	5
BA 440	Advanced Financial Management	5
BA 450	Research Methods & Techniques	5
ENG 310	Technical Writing	5
BA 485	Organizational Entrepreneurship	5
BA 490	Strategic Management & Policy	5
Any INT course <i>not taken to meet general education requirements</i>	Integrative Seminar	5
Internships (select 1 of 3)*		
BA 460	Internship in Private Sector	5
BA 461	Internship in Public Sector	5
BA 462	Internship in Tribal Sector	5

**Integrative Seminars** provide students with the general education requirements of a B.A. degree. These integrated studies ensure that students expand their knowledge and understanding of the humanities, social science, science and/or information technology in a contextual setting. Within these disciplines, students will learn to apply varied modes of inquiry using current, relevant and local themes. By practicing critical thinking and applying knowledge in a contextual setting, students gain a greater understanding of the

environment and culture of the community as well as the skills needed to become effective leaders in the local workforce.

<b>Table 9 - Integrated Seminar Content</b>			
<b>Course #</b>	<b>Title</b>	<b>Examples of Theme-based Content</b>	<b>Credits</b>
INT 330	Integrative Humanities Seminar	<u>Literature, Philosophy, Art, Music, Language</u> and/or <u>Speech</u> may be used to examine interrelations among global and cross-cultural communities and/or to strengthen communication among diverse populations.	5
INT 340	Integrative Social Science Seminar	<u>Sociology, Anthropology, Economics</u> and <u>Political Science</u> may be used to explore the dynamics of the communities surrounding Tze-whit-zen and how varying perspectives impact local economics, the political process and cultural life.	5
INT 350	Integrative Science Seminar	<u>Biology</u> and <u>Chemistry</u> may be used to apply scientific inquiry and quantitative reasoning to the study of environmental changes along the Elwha watershed; the impact of development along major waterways, wetlands and natural habitats; and/or identification of information necessary to the sound management of these resources.	5
INT 360	Integrative IT Seminar	<u>Networking Infrastructure, Systems Administration</u> and <u>Information Literacy</u> may be used to research, adapt and disseminate best practices in economic development for rural communities.	5

**Addressing Unique Employment Sectors.** The college has enjoyed a number of collaborative efforts with community-based, government and tribal agencies and maintains excellent relationships with these diverse groups. Representatives of these organizations participated in early planning stages to determine the need for a B.A.S., Applied Management degree and to identify the preferred core topics to be included in the curriculum. The Faculty/Program lead will work with faculty to further refine special topics dealing with government, community-based and tribal sectors and to include these issues into integrative seminars or internships opportunities. For example, the proposed Integrative Social Science Seminar explores tribal/community relations and economic and political issues surrounding the Tze-whit-zen burial ground in Port Angeles. Tribal members as well as representatives of the Economic Development Council or City Council will assist faculty in presenting this course. Other major core curricula may include an examination of issues and applications from multiple perspectives including large and small for-profit enterprises, non-profits and government agencies. The Faculty/Program Lead will also examine the feasibility of adding non-profit management, cultural awareness and tribal governance electives to the degree program. It is important to note that many of the faculty participating in the B.A.S., Applied Management program have extensive experience with both government and tribal agencies of the North Olympic Peninsula and that they bring this depth of knowledge to overall program development.

**Articulation.** For the past five years, over 97% of Peninsula College professional and technical students have been Clallam and Jefferson county residents. Because of Peninsula College's remote location and the expected demand from place bound students in the

service district, Peninsula College does not anticipate enrollment of students from other colleges during the start up phase of this program (Years 1 - 3). However, this does not preclude the college from initiating plans for articulation, especially with Olympic and Grays Harbor Community Colleges (map at <http://www.sbctc.ctc.edu/colleges/ctc%20map.pdf>).

The following are examples of articulation strategies that will be pursued to serve other community college students who decide to relocate to the Peninsula College service district.

1<sup>st</sup> Year – Maintain association with statewide efforts toward standardizing articulation/ common course numbering processes and procedures to facilitate the transfer of students. The strategies outlined will be considered as Peninsula College develops the curriculum for the B.A.S., Applied Management. This includes ongoing coordination and development with Baccalaureate institutions through established statewide guidelines and principles.

2<sup>nd</sup> and 3<sup>rd</sup> Year – Begin developing articulation agreements with interested colleges following the processes and requirements identified in the SBCTC's *Articulation Agreement Template*. The articulation agreement will identify the purpose and goals of the agreement; identify the provisions and/or requirements pertaining to transfer; detail core requirements and graduation requirements; specify course/program articulation identified by course number and transferable credits; and provide for the ongoing review and commitment to update and maintain articulation.

## **Adequacy of Facilities, Equipment and Other Instructional Resources**

Peninsula College meets Northwest Commission on Colleges and Universities Accreditations Standards at the associate degree level for Instructional and Support Facilities, Equipment and Materials, Physical Resources and Planning. As such, instructional facilities are sufficient to meet the institution's mission and goals; support effective operations by function; and are appropriate for the programs offered. Equipment, including computing and laboratory equipment, is readily accessible and maintained, replaced or upgraded as needed. Physical Resource planning is comprehensive and is consistent with the college's long-range educational plan.

Peninsula College is well positioned to meet accreditation guidelines at the applied baccalaureate level. The college has completed the design for replacement of the 40 year-old campus library complex with a 25,000 square foot, modern library. This new facility will provide expanded capacity for resources and services, as well as multi-media applications and a computer classroom for research training. This new facility will provide expanded multi-media capacity and a computer classroom for research training. The current facility will provide adequate services to meet B.A.S. requirements until the new facility is complete. To support students and faculty in the B.A.S. degree program, the College will add both resources and services to meet the learning expectations of an upper-division curriculum. Specifically, the budget for the B.A.S. includes \$33,000 for library resources during the start-up year, \$11,000 during the 1<sup>st</sup> full year of program delivery and \$35,000 in each of the subsequent years. Faculty will partner with librarians to select appropriate materials and to plan instructional sessions in the use of library technologies and resources.

The PC Library currently maximizes remote access to information resources. Among those resources is the Academic Search Premier (ASP) database, which is currently the largest scholarly, full text, multidisciplinary database. ASP provides full-text access to 4,455 scholarly publications. Additional resources acquired to support the B.A.S. will include Net-library's online collection of Business and Management books.

## Profile of Qualified Faculty

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**Characteristics of Staff and Faculty.** Peninsula College seeks an environment that values and encourages intellectual thought as an integral part of the teaching and learning process. The college is committed to the promotion of the teacher/scholar concept. Peninsula College utilizes the work of Boyer to identify the following four areas of scholarship: Discovery, Integration, Application and Pedagogy. These areas are best described as follows:

- Discovery—research intended to further the quest for new knowledge.
- Integration—the application of knowledge in a new or different way.
- Application—the sharing or application of disciplinary expertise in one's community.
- Pedagogy—the investigation and application of effective teaching/learning strategies.

Scholarly work is shared with others through a range of projects and presentations. The process of peer review not only brings increased quality and credibility, it brings additional value to the scholarly work. This review may take many forms, such as conference presentations and publications/articles, as well as campus and community presentations. The teacher-scholar model at Peninsula College keeps teaching and learning at the center of the College's mission while providing opportunities for faculty members to engage in scholarly work. While the four areas of scholarship contribute to individual and community enrichment, the ultimate value of this work is a high-quality learning environment for students.

In determining the faculty and staff qualifications needed to ensure initial capacity and ongoing sustainability of the B.A.S. Applied Management program, Peninsula College interviewed successful programs across the country and reviewed its own high standards for qualified faculty. For instance, Peninsula College maintains a student to faculty ratio of 19:1. Just over half of PC faculty have masters' degrees and close to one-third have doctorate degrees. Eighty percent of the faculty selected for the B.A.S., Applied Management program have doctorates. The initial faculty and staff requirements include:

- 1 Faculty/Program Lead (new)
- 1 Student Services/Workforce Liaison (new)
- 12 Adjunct or reassigned full-time faculty recruited from an existing base of qualified instructors. In many cases, current full-time faculty will teach both upper division and lower division courses as part of their teaching loads. For those faculty, time will be built into their loads for research which will further the applied and integrated focus of the B.A.S. management courses and the integrated general education seminars.
- Professional and technical program coordinators (existing faculty/administrators) charged with staying current in B.A.S., Applied Management program requirements, advising students, updating and gathering information from program advisory councils and providing advice and consultation to the Faculty/Program Lead.

<b>Table 10 – Number and Characteristics of Faculty and Staff Requirements</b>					
<b>Area</b>	<b>FTEF Yr 1 (Jr)</b>	<b>FTEF Year 2 (Jr/Sr)</b>	<b>Work Experience</b>	<b>Minimum Education</b>	<b>Full or Part-time</b>
Management Courses, Full Time	.5	1.0	Recent work experience in industry, curriculum development, teaching, administration work, community/student support	Doctorate	Full-time
Management Courses, Part-time	.17	.33	Recent work experience in industry	Doctorate or Masters with work experience	Part-time & current Full-time Faculty
General Ed Courses	.5	.67		Doctorate in Discipline	Part-time & current Full-time Faculty
Student Services/ Workforce Liaison	.67	1.0	Community relations, internship development, job placement	MS Student Personnel Services or related field	Full-time

**Faculty with experience in the field.** Peninsula College faculty members who will participate in the B.A.S., Applied Management program have extensive teaching and advising experience at both the community college and university level. The identified faculty are actively involved with Economic Development Councils and Workforce Development Councils in the region and, because of their experience with professional and technical programs, they are well-versed in the needs of the business community.

Faculty members have shown their interest and support of this program through a number of planning meetings and ongoing recommendations to program content and strategies. The proposed B.A.S., Applied Management faculty represent a wide range of appropriate academic and professional credentials including 12 Doctorate and 3 Masters' degrees as evidenced by the brief overviews provided in the following table. These faculty members meet or surpass WAC 131-1680, WAC 131-16-091-A and WAC 131-16-094.



<b>Table 11 – Faculty Overview – B.A.S. Management Courses</b>		
<b>Full Time Faculty</b>	<b>Degree</b>	<b>Recent Teaching Experience</b>
Faculty/Program Lead (tbd) <i>Work Experience</i> - Minimum two years	Doctorate in Business Admin	Minimum two years
<b>Adjunct Faculty</b>	<b>Degree</b>	<b>Recent Teaching Experience</b>
Dr. Daniel Underwood <i>Work Experiences</i> - - 2004-Present, Senior Partner, Olympus Consulting 2005 – Present, Owner, Santa Paws Christmas Tree Farm	B.A., Economic, Cum Laude, California State U, 1978 Ph.D., Environmental & Natural Resource Economics, Univ. of Utah, 1986	1992-present, Director, IDS Science Initiatives; Professor, Economics & Environ. Science, Peninsula College 1990-1992, Assistant Prof, Water Resources Mgmt, Central State University, Ohio 1988-1989, Assistant Prof/Dir. Economics Program, Olivet College, Michigan
Harry Jackson, Attorney at Law <i>Work Experiences</i> - Practicing Attorney 1958-Present	A.B. Dartmouth J.D. University of Cal Berkeley 1956	Peninsula College, 1999-present Adjunct Instructor, Business Law
Dr. Michael Sims <i>Work Experiences</i> - 1996-1999 & 1974-1992 – President and CEO, Sims & Associates, Internat'l marketing & management consulting agency	B.B.A., Summa Cum Laude, National University, San Diego, CA., 1978 M.B.A., National University, San Diego, CA., 1980 D.B.A, California Coast University, Santa Ana, CA., 2000	1999-present, Professor, Management and Marketing, Peninsula College. 1996-1997, Adjunct Instructor, Palomar College, San Marcos, CA. 1989-1993, Adjunct Instructor, University of Alaska, Anchorage, various campuses.
Jill Snyder (Business Administration-Accounting) <i>Work Experiences</i> - 1980-2004 Accounting & Management Consultation for Port Angeles Distributing	MEd WWU 1995, Adult Education/ Administration BA Pacific Lutheran 1975, Business Administration, accounting emphasis CPA 1996	Peninsula College 1998 to present, full-time 1994-95, part-time
Eduardo Jaramillo (Computer Applications, Computer Science)	MBA U of Cal, Irvine 2001 BA U of San Diego 87, Business Administration	2003 to present, Peninsula College 1992-1995, US Navy 1983-1987, US Navy

<b>Table 12 – Faculty Overview – General Education Faculty</b>		
<b>General Education Faculty</b>	<b>Degree</b>	<b>Teaching Experience</b>
Dr. Matt Toerey (English)	PhD English U of NM, 2005 MA English Central WA U, 1999 BA English/Political Science Northwestern U, IL	2005 to present, PC 2000-2005 TA, P instructor English @ NM 1997-2000 TA, PT instructor @ CWU
Dr. Andrea Moyteka (Math)	PhD Math Ed, State U of NY @ Buffalo, 2002 MEd Math, same, 1994 BS Math, same, 1991	2004 to present, PC 1997 –2005 Director, Math Resource Center; Washington College, MD 1999 – Instructor Wesley College, DE 1992-1997 Coordinator and Instructor, Edwards Learning Center, Buffalo
Dr. Tom Grimes (Philosophy)	PhD Philosophy, U of AZ, 1983 MA Philosophy, U of AZ, 1981 AB Philosophy, Economics, Brown U, 1977	1995-present, Professor, PC 1990-1995, Professor, Arkansas State U
Dr. Dennis Crabb (Music—Integrative Humanities Seminar)	DMA, U of OR, 1979 Woodwind Performance, Music History MEd CWU 1970, Music Ed BA, CWU, 1966, Music Ed	1986 to present, PC 1980-1985 Naselle Grays River School District
Dr. Fred Thompson (Literature—Integrative Humanities Seminar)	PhD English, Brit Lit, 1975 U of Utah MA English, Am St, 1969 U of Utah BA English, Music, 1967, Concordia College, MN	1979 to present, PC 1975-79 Wasatch Academy
Dr. Jeff Mauger (Soc/Anthro—Integrative Social Science Seminar)	PhD, Anthro, WSU, 1978 MA, Anthro, WSU, 1970 BA, Anthro/Geog, U of Alaska, 1967	1994 to present, PC 1995, Acting Curator, Makah Cultural & Research Center 1993-1995 Project Director/NSF Ozette Curation Project
Dr. Dan Stengel (Political Science— Integrative Social Science Seminar)	PhD, Pol Sci, Michigan State U, 1984 MA, Pol Sci, Michigan State U, 1981 BA, Pol Sci, Humboldt State U, 1977	1994-present, PC, Assistant Professor, U of Minnesota, Morris 1987-1994
Dr. Brian Hauge (Biology—Integrative Science Seminar)	PhD, Post Secondary Science Ed, Auburn U, 1998 MS, Biology, S. Dakota State U, 1987 BS, Zoology, S. Dakota State U, 1984	2004 to present, PC and Huxley College on PC campus 1998 to 2004, Assistant Professor of Biology, Penn State U, Hazelton
Dr. Paul Woodson (Chemistry—Integrative Science Seminar)	PhD Neurosciences, UC San Diego, School of Medicine, 1975 BA Chemistry, UC San Diego, 1970	2004 to present, PC 2001-2002, Assoc Professor of Biochemistry, Seattle Institute of Oriental Med 1999-2001, Assoc Professor, Basic Sciences, Bastyr U 1978-1982 Assistant Professor Biology, U of San Diego

## **Program Administration and Support Services**

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Peninsula College will hire two new positions to support this program – a Faculty/Program Lead to provide overall management, curriculum development and instruction and a Student Services/Workforce Liaison to assist students in internship and job placement and other student support activities. One of the most common elements identified by successful community college baccalaureate programs was the hiring of a highly qualified Faculty/Program Lead person. Peninsula College will begin recruiting for this position immediately upon receiving notification of its standing as a B.A.S. pilot site. Requirements for this new position include:

- A Doctorate in Business Administration with emphasis in Management, Strategic Planning or Organizational Behavior;
- Evidence of effective teaching and advising at an accredited University;
- Evidence of experience in the administration of a program or department; and
- Experience in the business community.

**Financial Aid Services.** With more than 11 years of financial aid experience at both two and four year colleges and universities, the Director of Financial Aid is well prepared to provide comprehensive services to students seeking the B.A.S., Applied Management. The detailed plan for financial aid is located at <http://www.pc.ctc.edu/basam/web/focus.htm>.

**Academic Advising Resources.** The Student Services/Workforce Liaison will be responsible for the overall coordination of advising services for students in the program and will ensure that students and advisors have the necessary information and tools for successful educational planning.

Each student will be assigned a faculty advisor with the appropriate disciplinary expertise and industry knowledge. The Student Services/Workforce Liaison (a new staff position hired specifically for the B.A.S., Applied Management program) and appropriate Student Development staff members will assist the faculty advisor. Student Development staff supply all advising faculty with an advising handbook containing up-to-date information on academic program offerings, degrees, certificates, special programs and articulation agreements, as well as other advising tools. The B.A.S., Applied Management program will be added to the advising handbook to ensure that all faculty members are prepared to provide quick and efficient referrals to B.A.S. faculty members.

**Assisting program graduates with placement.** The B.A.S. Student Services/Workforce Liaison will serve as one-stop point of contact for students, employers, and organizations providing internship opportunities. This staff member will coordinate with the Faculty/Program Lead, faculty, and prospective employers to ensure that applied learning opportunities (internships, practica, special projects, etc.) align with course curriculum and outcomes; that job opportunities throughout the area are posted; that employers are familiar with B.A.S., Applied Management students and graduates; and that students are well-prepared with career advancement and job search skills.

Many B.A.S., Applied Management students will already be employed in the field in which they received their A.A.S. degrees and, in some cases, current employers will be providing tuition assistance. The B.A.S. Student Services/Workforce Liaison, in coordination with the B.A.S. Faculty/Program Lead, will assist these students in developing short and long-term plans for career advancement.

For those students who are not employed, the Student Service/Workforce Liaison will work with students to make industry connections and develop a job search plan. To ensure

early participation in job placement activities, the B.A.S. Student Services/Workforce Liaison will work with faculty to integrate career service and job placement activities into curriculum-based experiences.

The Student Services/Workforce Liaison will also help students access the college's Career Services Center for self-paced individual courses in resume writing, interviewing techniques and career/life planning, or quarterly workshops covering a range of topics including Career Networking. Students may access computer software programs that incorporate the use of interest inventories to identify individual strengths, values and skills and to connect to labor market data, websites, wages and descriptions of selected career paths.

The B.A.S. Student Services/Workforce Liaison will also work with Job Placement Services as it collaborates with employers, Economic Development and Workforce Development Councils, the Lower Elwha Klallam Tribe, the Makah Tribe, the Jamestown S'Klallam Tribe, the Quileute Tribe, the Hoh Tribe, WorkSource offices and other organizations to conduct a job fairs in Clallam and Jefferson Counties each year. The addition of the B.A.S. program will be promoted in upcoming job fairs and should significantly increase the already active participation of local business and government organizations eager to hire local candidates. According to Economic Development Council Executive Director, Linda Rotmark, "In our interaction with local employers, it is very evident that the management skills and knowledge acquired through the proposed curriculum are highly desirable in current and future employees of our growing, entrepreneurial companies."

## **Student Population, 5-year Projected Enrollment, Recruitment and Retention of a Diverse Student Body**

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**Projected enrollments** for five years or until full enrollment is reached (whichever is longer).

- Year 2007-08 – 20 FTE – 35 Headcount
- Year 2008-09 - 40 FTE - 70 Headcount (full enrollment)

**Efforts to Recruit and Retain a Diverse Student Body.** Peninsula College is dedicated to serving a diverse population in all of its programs. The B.A.S., Applied Management program will support the college's 2005-2007 Strategic Plan goals and objectives including those directly related to a diverse student population:

- Maintain and enhance learning opportunities and programming options to meet the needs of a diverse population and a changing world;
- Promote diversity through planning, student activities and administrative practices;
- Provide a comprehensive program of international learning opportunities for students, faculty and the community; and
- Expand cultural enrichment activities through college sponsored events and community partnerships.

The college's professional and technical programs, as well as overall student population, currently reflect greater diversity than that of the college's service district. This is a result

of the college's strategic enrollment initiatives. The College expects this demographic service level to continue into the B.A.S. program.

<b>Table 13 – Diversity of Student Population</b>		
<b>Ethnic Origin</b>	<b>PC%</b>	<b>District%</b>
African American	7%	1%
Asian or Pacific Islander	3%	2%
Latina/Hispanic	4%	3%
Native American	5%	5%
Other	2%	2%
White	79%	87%
	100%	100%

The B.A.S., Applied Management program will work with Native American Education Coordinators and other existing Tribal representatives to ensure ongoing promotion of the B.A.S. program for both recruitment and retention purposes. Local tribes have already committed to providing tuition support and job placement for member participants. Program outreach will also target returning adults and worker retraining students and completers through existing programs and external collaborations including but not limited to the North Olympic Peninsula Skills Center, Department of Housing, WorkFirst, Olympic Community Action, Clallam networks, and Workforce Development Councils.

**Retention Strategies.** Peninsula College will employ the same holistic approach to student retention that it currently employs. This approach focuses on efforts that have shown increased student retention and goal completion: educational planning, financial support, student engagement, intervention, educational support and special services to targeted and under-represented populations

Examples of specific strategies for students in the Applied Baccalaureate program are contained in the following table. It will be the responsibility of the lead faculty and student services professionals to further develop strategies consistent with student needs.

<b>Table 14 - B.A.S., Applied Management Retention Plan</b>	
<i>Educational Planning</i>	Assignment of Faculty Advisor Development of Academic Plan Quarterly Meeting with Faculty Advisor Linkages of Academic Program to Career & Job Placement Efforts
<i>Financial Support</i>	Development of Individual Financial Plan Focused Scholarship Development Informational Brochure
<i>Engagement</i>	First-Quarter Seminar Student Study Group Assignment of Faculty Advisor Linkage of Academic Program to Internships
<i>Intervention</i>	Tutoring & Reading/Writing Lab Support Supplemental Instruction

<i>Special Services to Targeted Populations</i>	Tribal Outreach Team Tribal Education Coordinators TRIO Grant Initiatives Returning Adults & Incumbent Worker Initiatives
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## Accreditation

Peninsula College will pursue accreditation of the baccalaureate program through its accrediting agency – the Northwest Commission on Colleges and Universities (NWCCU). The college has already reviewed NWCCU sample accreditation documents for a B.A.S. Management program and will work with NWCCU to ensure that Peninsula College's B.A.S., Applied Management degree meets the accreditation requirements for an applied baccalaureate program.

Peninsula College will also review the accreditation principles of both the Association of Collegiate Business Schools and Programs (ACBSP) and the Association to Advance Collegiate Schools of Business (AACSB) as it prepares for NWCCU accreditation. Upon approval as a pilot institution to award the B.A.S., Applied Management degree, Peninsula College will move forward expeditiously to submit a Substantive Change Request to the Northwest Commission on Colleges and Universities as noted in Table 15.

Table 15 - NWCCU Accreditation Timeline	
Action	Timeline
HECB Approval/Disapproval	Summer, 2006
Submit Proposal for Substantive Change to the NWCCU	Summer, 2006
Submit Prospectus to the NWCCU	Fall, 2006
Ten-Year Evaluation by the NWCCU	April 23-25, 2007
Respond to NW Commission findings	Summer, 2007

Furthermore, Peninsula College anticipates incorporating AACSB and ACBSP accreditation standards into the overall program as it undergoes development and refinement throughout the first year. The B.A.S., Applied Management program assessment plan will also incorporate best practices identified by the AACSB, ACBSP and the literature on management education. Moreover, the Faculty/Program Lead will attend the annual ACBSP conference to ensure that Peninsula College remains fully apprised of best practices as they evolve across institutions and incorporate ongoing innovations within the field.

## Program Assessment

**Assessment and Planning Processes.** The B.A.S. Applied Management degree program will participate in the same assessment and planning processes as all other units at Peninsula College. These processes are clearly defined, well established, supported by the Office of Institutional Research and the Vice President of Institutional Effectiveness, and encompass the entire college community.

All academic and administrative units at Peninsula College engage in systematic planning and assessment. This is an inclusive and comprehensive process that occurs annually. It is facilitated through the use of a custom-built, Web-based tool the College has developed to automate, manage and share plans and assessments in a way that broadly informs the College community. The standard planning format can be viewed at <http://www.pc.ctc.edu/basam/web/focus.htm>.

Peninsula College is committed to the systematic assessment of the B.A.S., Applied Management degree program, its effectiveness for students and employers, and its overall contribution to higher education in the state of Washington. The Faculty/Program Lead will work with the Office of Institutional Research, the Vice President of Institutional Effectiveness, and participating faculty to develop academic unit plans and assessments for the B.A.S. degree program.

Assessments will include the following program outcomes:

- 90% student completion (at a proficiency level of 2.0 or greater) in B.A.S. classes.
- 90% student graduation rate in the B.A.S. program.
- 25% gain in baseline competencies between entry and exit assessments.
- 85% student satisfaction on a custom-designed survey instrument.
- 85% job placement rate for graduates of the B.A.S. degree program.
- 85% positive response to quality of management preparation questions on employer surveys.

Program outcomes are assessed annually and the results are used to guide the following year's Academic Unit Plan (AUP). This ensures ongoing revisions and improvements to assist both overall program and student success. Academic Unit Plans are assessed each spring and revised each fall.

## **Student Assessment**

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Professional and technical program outcomes will be completed during the students' freshman and sophomore years. These outcomes are briefly outlined under the "Program Goals" section of each professional and technical Career Planning Guide located at The B.A.S., Applied Management websites under Program Guides ([http://www.pc.ctc.edu/basam/web/program\\_guides.htm](http://www.pc.ctc.edu/basam/web/program_guides.htm)).

Students will bring the technical knowledge acquired in their specific disciplines into the B.A.S., Applied Management program, and, as a result of their continuing education, they will gain an understanding of how best to apply newly acquired management skills to their professional or technical areas of expertise.

B.A.S., Applied Management degree learning outcomes will be created for each new course as it is developed. The outcomes will be developed by the newly hired Faculty/Program Lead and other B.A.S. faculty based on input from advisory councils representing industry clusters, community based organizations and government agencies. These outcomes will also be reviewed by a Curriculum Committee comprised of current faculty and two baccalaureate faculty members. The Curriculum Committee proposals include assessment methods for the student outcomes of the course under review. This process ensures that learning outcomes are finalized along with the curriculum.

However, it can be expected that the graduate with a Bachelor of Science in Applied Management will be able to use the knowledge and skills obtained in the program to:

- Demonstrate ability to communicate effectively and use the language, tools, concepts and models of management applicable to the professional/technical discipline;
- Demonstrate ability to apply critical thinking and knowledge in a discipline-specific contextual setting;
- Demonstrate an understanding of management roles and the nature of leadership;
- Apply the principles and philosophy of management systems;
- Analyze systems for planning and decision-making;
- Prepare and complete cost control processes including the ability to establish a budget, prepare cost reports, and forecast expenditures;
- Employ new and developing information technologies;
- Acquire, organize, analyze, and interpret information and data to make informed, reasoned, equitable decisions;
- Identify and describe human behavior in an organizational setting;
- Identify and analyze human resource systems for employment, compensation and training;
- Institute and facilitate team-based problem-solving environments;
- Develop and articulate a statement of values or code of ethics;
- Demonstrate a knowledge of the community and an understanding of issues related to diversity;
- Demonstrate an understanding of the professional/technical discipline's role as a service to the community;
- Implement safety and health procedures that ensure a safe work environment.

An array of assessment methods will be used to assess student learning and progress. The following is representative of these methods.

<b>Table 16 – Representative Assessment Methods</b>			
Measures	Attitudinal	Behavioral	External
Alumni Survey	X		
Capstone Projects		X	
Certification or Licensure Tests		X	X
Employer Survey	X		X
External Reviews (community members, faculty, students)			X
Feedback Forms	X		
Focus Groups	X		
Graduating Student Survey	X		
Internships / Worksite Education Experiences		X	X
Interviews	X		X
Peer Reviews	X		
Performance		X	
Placement (workforce)			X
Portfolios (exemplary work)		X	
Pre/post testing (e.g. CAAP)		X	
Projects/ Formative		X	



Projects/ Summative		X	
Self-Assessment	X		

Upon completion of the development phase, the B.A.S., Applied Management curriculum will be subject to a curriculum review process consistent with the college's existing process. The review will also include input from baccalaureate faculty, thus ensuring that the rigor and knowledge of the proposed degree program is appropriate to the baccalaureate level.

## Budget

**Financial Plan.** First year funding for the B.A.S., Applied Management program is adjusted for planning to ensure that resources are in place and that faculty and staff are well equipped for the fall 2007 entering students. Funding of \$226,000 will be provided by the State Board of Community and Technical Education as follows:

- \$100,000 one time funding
- \$126,000 in FTE funding (20 x \$6,300)

This revenue will support a full-time Faculty/Program Lead (new position); a  $\frac{3}{4}$  time B.A.S. Student Services/Workforce Liaison staff member (new position); part-time faculty (new or reassignment of current full-time); additional faculty librarian hours; faculty stipends for curriculum development; library resources, equipment and software for upper division courses; travel and professional development for participating faculty and staff; consultation services for assessment and accreditation; and program materials.

REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4
General Fund: State Support	\$226,000	\$126,000	\$252,000	\$252,000
Tuition and Fees (total)		\$82,000	\$164,000	\$164,000
Corporate Grants / Donations				
Internal Reallocation*				
Other Fund Source (specify)				
<b>Total Revenue</b>	<b>\$226,000</b>	<b>\$208,000</b>	<b>\$416,000</b>	<b>\$416,000</b>

PROGRAM EXPENSES	Year 1	Year 2	Year 3	Year 4
Administrative Salaries (.75-1.00 FTE) Benefits @ 33 %	\$38,500	\$38,500	\$60,000	\$60,000
Faculty Salaries (1.0-2.8 FTE) Benefits @ 29 %	\$77,000	\$113,200	\$209,000	\$209,000
TA/RA Salaries (# FTE) Benefits @ # %	-0-	-0-	-0-	-0-
Clerical Salaries (# FTE) Benefits @ # %	-0-	-0-	-0-	-0-
Other Salaries (N/A FTE) Benefits @ 15 %	\$17,300	\$20,800	\$20,800	\$20,800

Financial Aid specific to the program				
Contract Services	\$15,000	\$5,000	\$20,000	\$20,000
Goods and Services	\$43,200	\$17,500	\$51,700	\$51,700
Travel	\$15,000	\$7,000	\$20,000	\$20,000
Equipment	\$20,000	\$6,000	\$25,000	\$25,000
Lease or Acquisition (attach form ixia)				
Other (itemize)				
Indirect (if applied to the program)				
<b>Total Costs</b>	\$226,000	\$208,000	\$416,000	\$416,000

<b>Breakdown of non-salary related expenditures</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>FY 2009</b>	<b>FY 2010</b>
Contract for Assessment/Accreditation	15,000	5,000	20,000	20,000
Goods and Services				
Library Resources	33,000	11,000	35,000	35,000
Program Materials & Operating Costs	10,200	6,500	16,700	16,700
Travel / Professional Development	15,000	7,000	20,000	20,000
Equipment/Software	20,000	6,000	25,000	25,000
<b>Total</b>	<b>\$93,200</b>	<b>\$35,500</b>	<b>\$116,700</b>	<b>\$116,700</b>

<b>Efficiency of Cost</b>							
<b>Annual Plan – Year 1 (2006 - 07)</b>							
<i>Fall</i>		<i>Winter</i>		<i>Spring</i>			
ENG 325 PT		MATH 315 PT		PHIL 322 PT		FT BAS	\$60,000
BA 300 FT		BA 301 FT		BA 320 FT		3 PT	8,640
BA 305 FT		BA 310 FT		BA 325 FT		TOTAL	\$68,640
							salaries
							benefits
						2006-07	\$85,800
<b>Annual Plan – Year 2 (2007 - 08)</b>							
<i>Fall</i>		<i>Winter</i>		<i>Spring</i>			
ENG 325 PT		MATH 315 PT		PHIL 322 PT		FT BAS	\$60,000
BA 300 FT		BA 301 FT		BA 320 FT		2 BA PT	5,760
BA 305 FT		BA 310 FT		BA 325 FT		7 Gen ed PT	20,160
							\$85,920
							salaries
							benefits
INT 330 PT		INT 340 PT		INT 350 PT			21,480
INT 360 PT		BA 330 FT		BA 340 FT		2007-08	\$107,400
BA 355 FT		BA 360 PT		BA 435 PT			
<b>Annual Plan – Year 3 (2008 - 09)</b>							
<i>Fall</i>		<i>Winter</i>		<i>Spring</i>			
ENG 325 PT		MATH 315 PT		PHIL 322 PT		FT BAS	\$60,000
BA 300 FT		BA 301 FT		BA 320 FT		1 BA PT	2,880

BA 305	FT	BA 310	FT	BA 325	FT	8 Gen ed PT	<u>23,040</u>	
							\$85,920	salaries
INT 330	PT	INT 340	PT	INT 350	PT		<u>21,480</u>	benefits
INT 360	PT	BA 440	FT	BA 450	FT	2008-09	\$107,400	
BA 485	FT	BA 490	PT	Tech Wr	PT			

**Budget Assumptions.** There are several assumptions that needed to be made in developing this budget. As the planning progresses during the startup phase, some of these assumptions will likely change and the projected budgets adjusted. These assumptions include:

- The salary paid to the faculty director will be commensurate with those paid faculty at the regional four-year universities in Washington.
- The B.A.S. Student Services/Workforce Liaison will be a 3/4<sup>th</sup> time employee in the 1<sup>st</sup> two years of instruction and full-time beginning in the third year of the program.
- Salaries and benefits are calculated at a fixed rate across time. This assumes salary and benefit increases will be funded in the same manner current salary and benefit increases are.
- Faculty stipends include curriculum development, professional development and the costs to include two faculty members from BA degree granting institutions on the curriculum committee.
- The equipment/software funds will be used to upgrade an existing lab to meet the upper division curriculum requirements.
- Additional library resources, particularly on-line resources, will need to be added initially and across time.
- Program materials and operating costs will support outreach, day-to-day operations (equipment and supplies), and program specific materials.
- The part time nature of working adult students requires some lower-enrolled sections. As a rural institution, Peninsula College has extensive experience in cost-effectively balancing these demands. This issue is addressed in the B.A.S. program by providing a specific set of core classes accompanied by greater flexibility in both general education and elective requirements.

**Contributions from the Community.** As noted in the Letters of Support at <http://www.pc.ctc.edu/basam/web/capacity.htm>, community members will provide significant assistance to the development and implementation of this program. In addition to the contributions listed below, other community organizations and businesses have committed counsel, guest lectures, workshops, internships, applied experiences, mentorships, scholarships, tuition reimbursements, promotions and other contributions as needed.

- Port Angeles Chamber of Commerce – marketing and promotion
- Lower Elwha Klallam Tribe – scholarships
- Peninsula College Foundation – outreach, scholarships, equipment and program funding
- Port of Port Angeles – workshops and symposiums

- Port Townsend Chamber of Commerce – scholarships
- Port Townsend Paper – tuition reimbursements and promotion of degree program to employees
- University of Washington, College of Forest Resources – sharing of space and equipment at UW Olympic Natural Resource Center
- Virginia Mason – scholarships and tuition reimbursement for employees

**A history of financial stability that demonstrates the capacity to undertake and to sustain new instructional initiatives.** As part of the college's annual assessment plan, Fiscal Health Indicators include measures developed by the SBCTC plus two locally added measures:

- Operating Funds Cash and Investments Per Operating Expenditures Ratio;
- Operating Revenue to Debt Ratio;
- Local funds operating margin;
- Tuition collected per FTE;
- Reserves as a percent of the operating budget; and
- An annual contingency as a percent of the operating budget.

The Fiscal Health Indicators were measured beginning in 2002-03. Since implementing these measures, overall fiscal health has strengthened each year: indicators show a 46% increase from 2002/03 to 2003/04 and a 72% increase from 2003-04 to 2004-05.

Another measure of fiscal stability is Peninsula College's ability to implement and sustain successful programs. In response to the closure of the Rayonier Mill in March of 1997, the college implemented eleven new programs to meet the sudden workforce demand. Of those eleven programs, five remain in place today. These are Information Technology, Multi-media, Massage Therapy, Welding, and Wood Working/Home Building. The other programs were closed as demand for them declined along with the number of worker retraining students. In addition the college has successfully expanded its Nursing and Medical Assistant programs in the last two years. Enrollments are strong in these programs and they continue to be in high demand.

## FORM 4 REQUIRED

### COURSE WORK Part I

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

Prerequisite Courses		
Course Number	Course Title	Credits
	AAS or AAS-T Degree plus/or including the following	90
Math 114		5
Eng 101		5
	Social Science Elective (Anthropology; Economics; History; Political Science; Psychology; Social Science)	5
	General Education Elective	5
	Access & Excel Proficiency	4
Total Credits (minimum)		90

Program Requirements		
Course Number	Course Title	Credits
<b>General Education (30 credits)</b>		
Eng 325	Professional & Organizational Communications	5
Math 315	Business Statistical Analysis	5
Phil 322	Professional Ethics	5
Integrative Studies (select 3 of 4)*		15
INT 330	Integrative Humanities Seminar	
INT 340	Integrative Social Science Seminar	
INT 350	Integrative Science Seminar	
INT 360	Integrative IT Seminar	
<b>Major Core (30 credits)</b>		
BA 300	Survey of Accounting	5
BA 301	Marketing	5
BA 305	Survey of Economics	5
BA 310	Foundations of Management Theory & Practice	5
BA 320	Organizational and Interpersonal Behavior	5
BA 325	Legal Environment of Business	5
<b>Electives (30 credits)</b>		
BA 330	Industrial Relations	5
BA 340	Applied Financial Management Accounting	5

BA 355	Applied Management Information Systems	5
BA 360	Human Resources Management	5
BA 435	Managerial Leadership/Operations Management	5
BA 440	Advanced Financial Management	5
BA 450	Research Methods & Techniques	5
ENG 310	Technical Writing	5
BA 485	Organizational Entrepreneurship	5
BA 490	Strategic Management & Policy	5
Any INT course <i>not taken to meet general education requirements</i>	Integrative Seminar	5
Internships (select 1 of 3)		
BA 460	Internship in Private Sector	5
BA 461	Internship in Public Sector	5
BA 462	Internship in Tribal Sector	5
	Total Credits	90

## FORM 5

### ENROLLMENT AND GRADUATION TARGETS Part I

Include this form with a new degree program proposal or a Notification of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

Year	1	2	3	4	5
Headcount	0	35	70	70	70
FTE	0	20	40	40	40
Program Graduates			18	36	36

**FORM 6****PROGRAM PERSONNEL  
Part II**

Include this form with a new degree program proposal. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

<b>Faculty</b>				
<b>Name</b>	<b>Degree (e.g. M.A.; Ph.D.; J.D.)</b>	<b>Rank (if applicable)</b>	<b>Status (e.g. fulltime, part time)</b>	<b>% Effort in Program</b>
TBD	Doctorate in Business Admin		Full Time	95%
Daniel Underwood	B.A., Economic, Cum Laude, California State U, 1978  Ph.D., Environmental & Natural Resource Economics, Univ. of Utah, 1986		Part time	6%
Harry Jackson	A.B. Dartmouth  J.D. U. of Cal Berkeley 1956		Part time	6%
Dr. Michael Sims	B.B.A., Summa Cum Laude, National University, San Diego, CA., 1978  M.B.A., National University, San Diego, CA., 1980  D.B.A, California Coast University, Santa Ana, CA., 2000		Part time	6%
Jill Snyder	MEd WWU 1995, Adult Education/ Administration  BA Pacific Lutheran 1975, Business Administration, accounting emphasis  CPA 1996		Part time	6%
Eduardo Jaramillo	MBA U of Cal, Irvine 2001  BA U of San Diego 87, Business Administration		Part time	6%
Dr. Matt Toerey	PhD Engl U of NM, 2005 MA Engl Central WA U, 1999 BA Engl, Pol Sci Northwestern U, IL		Part time	6%
Dr. Andrea Moyteka	PhD Math Ed, State U of NY @ Buffalo, 2002		Part time	6%



	MEd Math, same, 1994 BS Math, same, 1991			
Dr. Tom Grimes	PhD Philosophy, U of AZ, 1983 MA Philosophy, U of AZ, 1981 AB Philo, Ec, Brown U, 1977		Part time	6%
Dr. Dennis Crabb	DMA, U of OR, 1979 Woodwind Performance, Music History MEd CWU 1970, Music Ed BA, CWU, 1966, Music Ed		Part time	6%
Dr. Fred Thompson	PhD Engl, Brit Lit, 1975 U of Utah MA Engl, Am St, 1969 U of Utah BA Engl, Music, 1967, Concordia College, MN		Part time	6%
Dr. Jeff Mauger	PhD, Anthro, WSU, 1978 MA, Anthro, WSU, 1970 BA, Anthro/Geog, U of Alaska, 1967		Part time	6%
Dr. Dan Stengel	PhD, Pol Sci, Michigan State U, 1984 MA, Pol Sci, Michigan State U, 1981 BA, Pol Sci, Humboldt State U, 1977		Part time	6%
Dr. Brian Hauge	PhD, Post Secondary Science Ed, Auburn U, 1998 MS, Biology, S. Dakota State U, 1987 BS, Zoology, S. Dakota State U, 1984		Part time	6%
Dr. Paul Woodson	PhD Neurosciences, UC San Diego School of Medicine, 1975 BA Chemistry, UC San Diego, 1970		Part time	6%
Total Faculty FTE				1.79

<b>Administration and Staff</b>			
<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>% Effort in Program</b>
TBD	Faculty/Program Lead	Curriculum Development; overall project management including budget	5%
TBD	Student Services/Workforce Liaison	Student outreach and support; internships and job placement and other student/employer services	75%
Dr. Mary O'Neil-Garrett	Dean of Instruction	Administrative Supervision of program	5%
Total Administrative FTE			85%

**FORM 7**

**SUMMARY OF PROGRAM COSTS AND REVENUE**  
**Part II**

Include with a new program proposal or Notification of Intent to extend an existing program. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

<b>Program Expenses</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year n (full enrollment)</b>
Administrative Salaries (.75-1.00 FTE) Benefits @ 33 %	\$38,500	\$38,500	\$60,000	\$60,000	
Faculty Salaries (1.0-2.8 FTE) Benefits @ 29%	\$77,000	\$113,200	\$209,000	\$209,000	
TA/RA Salaries (# FTE) Benefits @ # %	-0-	-0-	-0-	-0-	
Clerical Salaries (# FTE) Benefits @ # %	-0-	-0-	-0-	-0-	
Other Salaries (N/A FTE) Benefits @ 15%	\$17,300	\$20,800	\$20,800	\$20,800	
Financial Aid specific to the program					
Contract Services	\$15,000	\$5,000	\$20,000	\$20,000	
Goods and Services	\$43,200	\$17,500	\$51,700	\$51,700	
Travel	\$15,000	\$7,000	\$20,000	\$20,000	
Equipment	\$20,000	\$6,000	\$25,000	\$25,000	
Lease or Acquisition (attach form ixia)					
Other (itemize)					
Indirect (if applied to the program)					
<b>Total Costs</b>	\$226,000	\$208,000	\$416,000	\$416,000	
<b>Program Revenue</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year n (full enrollment)</b>
General Fund: State Support	\$226,000	\$126,000	\$252,000	\$252,000	
Tuition and Fees (total)		\$82,000	\$164,000	\$164,000	
Corporate Grants / Donations					
Internal Reallocation*					
Other Fund Source (specify)					
<b>Total Revenue</b>	\$226,000	\$208,000	\$416,000	\$416,000	

*\*If revenues are projected through internal reallocation please attach an explanation of the impact the reallocation would have on other departments or programs.*

External Evaluation Reports  
and  
Summary Bios of Evaluators



BRAZOSPORT COLLEGE  
*Linking Education & Community*  
500 COLLEGE DRIVE  
LAKE JACKSON, TEXAS 77566  
(979) 230-3000 FAX (979) 230-3443

May 9, 2006

Dr. Mary O'Neill-Barrett, Ph.D.  
Dean of Instruction  
Peninsula College  
1502 East Lauridsen Boulevard  
Port Angeles WA 98362

Dear Dr. O'Neill-Barrett:

Thank you for the opportunity to review your Bachelor of Applied Science in Applied Management proposal. Your proposal is very sound, and I have provided feedback regarding only a few of its sections.

Your admission requirements are similar to those of Brazosport College's baccalaureate program; however, we have one additional requirement which you might consider. Students must take the three sections of the ACT Collegiate Assessment of Academic Proficiency (CAAP), which measure essay writing, critical thinking, and college mathematics skills. In our upper-level courses intensive writing, quantitative, and problem-solving abilities are considered critical to student success and retention. The CAAP test is used as a diagnostic to determine if the student may need additional lower-division coursework or tutoring sessions before starting their junior year. Satisfactory grades in lower-division math and writing courses, which may have been taken several semesters or years ago, are not always accurate predictors of current knowledge and abilities. We also administer the same three sections of the CAAP at the end of the student's senior year as part of a more comprehensive assessment of the effectiveness of our program. (A copy of our assessment plan is enclosed, for your information).

Your planned library expansion referenced in the *Adequacy of Facilities* section will be critical to your subsequent accreditation success. Brazosport College had a modest plan for library improvement, which was not an obstacle in receiving our initial accreditation from Southern Association of Colleges and Schools (SACS) in December 2004. Unfortunately, in our first Visiting Committee review in October 2005, the recommendation was made that our library be improved to the standards of a four-year institution, which has required significant unplanned additional expenditures in our current fiscal year.

Dr. Mary O'Neill-Barrett, Ph.D.

May 9, 2006

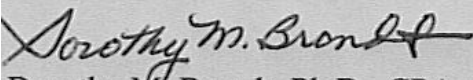
Page Two

Your percentage of faculty with Ph.D.'s is impressive. It is not clear from your proposal whether or not your Faculty/Program lead will be on a nine-month or longer contract. If you had not planned on more than a nine-month contract, I suggest that you reconsider. The reality of the administrative, recruiting, advising, program coordination, curriculum development, and faculty oversight demands of this position are much heavier than they might appear to be in your planning phase. This position will be critical to the success of your program and needs to have a continuous presence on campus and within the business community.

As an aside, will your classes be held during the day, at night, or both? When you start with a small cohort such as yours – and as we did at Brazosport – it is important to limit the class sections to assure a healthy class size. It appears that a large portion of your projected enrollment may be part-time students who might work full-time during the day, which is often the case with applied baccalaureate programs. Our sister colleges, Midland and South Texas, decided to go with night classes only during the first couple of ramp-up years, but Brazosport opted to have both day and night sections from the start. Unfortunately, our day enrollments are small and tend to diminish the classroom learning dynamic.

Please e-mail me at [Dorothy.Brandt@brazosport.edu](mailto:Dorothy.Brandt@brazosport.edu) or call me at (979) 239-8295 if you need further information. My best wishes to you and your organization for great success with your B.A.S. – Applied Management program.

Sincerely,



Dorothy M. Brandt, Ph.D., CPA, CMA

Faculty Coordinator

Bachelor of Applied Technology Program



May 10, 2006

To Whom It May Concern:

This letter supports the new program proposal for a Bachelor of Applied Science (BAS) in Applied Management being submitted by Peninsula College, Port Angeles, WA.

Currently at Great Basin College (GBC), I am the Program Supervisor for the Bachelor of Applied Science Degree Program and the Business Department Chairperson. My academic rank/title is Management Professor. As the BAS program supervisor, I am responsible for the coordination of five (5) emphasis areas: Management in Technology, Instrumentation, Land Surveying/Geomatics, Management in Digital Information Technology, and Agriculture Management. I am the primary instructor for the upper division courses required for the Management in Technology emphasis; i.e. management, marketing, and the strategy & policy (capstone) courses. Our College is also located in a very rural area, located near three native American tribal centers, and our student body, for the most part, are place bound, non-traditional students. Therefore, I am very familiar with the curriculum and issues facing Peninsula College which are discussed in this proposal.

Their proposal appropriately and adequately addresses three critical issues: one, the obvious economic and community need for a baccalaureate degree program at their location; two, the curricular issues of combining a variety of AAS degree programs into ONE upper division program, Applied Management; and three, the recruitment and admission of students, student support services, and the sustainability of this program. In my experience, of all the possible BAS degree programs, Applied Management is the most common denominator for all of the career fields which feed into this upper division degree program. Management decision-making skills and the cognitive and attitudinal tools to be successful managers are pretty much the same for all vocations. I believe these can be taught and learned by students; in fact, when the classes are comprised of students from a variety of backgrounds (the more diversity, the better) the coursework is both stimulating and eye opening for the instructors and the students. Preparing students today to take their place as managers tomorrow is both worthwhile and rewarding.

Peninsula College's plan to hire a student services/ workforce liaison specialist is one of the best approaches I know of to stimulate student demand, retain them, and to keep them focused on successfully completing and readily obtaining those several available managerial jobs in their career field. While students are pursuing this degree, life happens. Current research indicates that those students who have a support system will be more likely to overcome those issues and

complete their educational goals than those who lack this structured intervention. The student population projections presented in this proposal are realistic and will allow the College to sustain the program well into the future.

It is my professional opinion that this proposal is practical, well-thought out and adequately indicates community and campus support. I think they have provided ample evidence to indicate that this degree program at Peninsula College will become a reality and remain successful. I commend the Washington State Board of Education on their foresight to allow a pilot program of this magnitude to go forward. It will surely increase the access to higher education for these place bound students and will provide them and others with the opportunity to achieve a Bachelor's degree at this community college. This will, in turn, provide all of the economic and societal benefits that advanced education entails. I strongly support this proposal and recommend its funding.

If I can be of further assistance, or if you need further clarification about anything I have included in this letter of support, please don't hesitate to call me at 775-753-2125.

Sincerely yours,

E. Jay Larson, PhD  
BAS Program Supervisor and Management Professor



Dorothy Brandt, Ph.D., CPA, CMA, is the faculty coordinator of the Bachelor of Applied Technology, Technology Management program at Brazosport College in Lake Jackson, Texas. Dr. Brandt has a B.S., Accounting, an MBA, and a Ph.D., Organization and Management. She has over fifteen years of experience teaching college business and accounting courses and heading business departments, including employment at the University of Alaska Southeast and Everett Community College. Dr. Brandt has received many awards for outstanding teaching and service (including Central Washington University's Advancing the Dream Award). Prior to embarking on a full-time teaching career from 1982 to 1996, Dr. Brandt held various supervisory and management positions at the former U S West, Inc. (now Qwest) in Seattle, Citizens Utilities Company in California, a subsidiary of GE Capital in Seattle, and the City of Ketchikan, Alaska.

Dr. Jay Larson, Ph.D., has a B.S., Business and Ph.D., Education, Higher Education Administration/Management from the University of Idaho and an M.B.A. from St. Mary's University. Dr. Larson has directed the Great Basin College Bachelor of Applied Science, Business Administration program since 2001. He also teaches management and marketing courses in the Business Department and has strengthened the department's resources in that area. Under his leadership, the BAS program has added a significant potential for growth for the Business Department. Dr. Larson taught at Lewis-Clark State College (a four-year college in Lewiston Idaho) for 19 years as well as Washington State University (Pullman) and Walla Walla Community College (Clarkston). He served three terms on the Lewis-Clark curriculum committee and five years on the Curriculum and Articulation Committee at Great Basin College.

## Response to Dr. Brandt:

In response to Dr. Dorothy Brandt, Peninsula College has revised its initial program and student assessment plan. The college, however, has not finalized a decision to use CAAP as an admission requirement. Table 16 (Student Assessment Section) of the Peninsula College B.A.S., Applied Management program proposal, provides an overview of representative assessment methods. Within this table, CAAP is listed only for example purposes and not as a definitive testing method. In addition, Dr. Brandt provided a copy of the Brazosport program assessment. This information will be shared with the program administrators, faculty and the college's Vice President of Institutional Effectiveness for possible adaptation or adoption of processes.

As noted by Dr. Brandt, Peninsula College also considers improvements to the library as critical to the success of the baccalaureate program. As such, significant plans are well underway for a new facility and adequate funding has been budgeted for library resources (see Adequacy of Facilities, Equipment and Other Instructional Resources).

While Dr. Brandt recommends hiring faculty on more than a nine-month contract. Peninsula College has addressed this recommendation by hiring on a nine-month contract and building in additional funds for faculty research and other work as needed. It is also important to note that the Student Services/Workforce Liaison will assist the Faculty/Program Lead in many of the services that Dr. Brandt listed as concerns.

Finally, Peninsula College is addressing enrollment concerns by limiting classes to evenings and weekends only. The College will not provide day classes, an area of low enrollment for Brazosport.

## Response to Dr. Larson:

Dr. Larson has assisted Peninsula College throughout the development of this program. He was very helpful in recommending specific core requirements and electives for the program, and he has provided a number of suggestions and recommendations throughout the college's development and review process. Dr. Larson also shared Great Basin College's accreditation documents (NWCCU) to assist Peninsula College in addressing current and future standards. Dr. Larson's most recent review of the B.A.S., Applied Management degree did not identify a need for any additional changes.